

**PLANNING FOR
SUSTAINABLE TOURISM
IN MARINE PROTECTED AREAS**

MPA MANAGEMENT CAPACITY BUILDING TRAINING



**EASTERN TROPICAL PACIFIC SEASCAPE
Gorgona National Park, Colombia, SA
November 5-18, 2006**

REPORT ON PILOT PROJECT

TABLE *of* CONTENTS

Executive Summary

Summary of Second Pilot Project
Background on Pilot Project
The Eastern Tropical Pacific Seascape Project

Introduction

MPA Management Capacity Training

Evaluation

Participant Evaluation of MPA Training
Instructor Evaluation of MPA Training

Next Steps for the ETPS Pilot

Demonstration Projects
Phase II & III Training

Appendix

Demonstration Projects
List of Participants
List of Instructors
Project Budget

EXECUTIVE SUMMARY

Summary of Second Pilot Project

In August 2005, NOAA's National Marine Sanctuary Program (NMSP) created a partnership with Conservation International (CI) and UNESCO to provide management capacity building support for the Eastern Tropical Pacific Seascape (ETPS) sites. An initial needs assessment was conducted in September of 2005 with the ETPS site managers at a meeting in the Galapagos. The needs assessment was analyzed and three training options were presented to the site managers at a second meeting in Panama in May 2006. The managers in turn recommended a hybrid of the three training scenarios. The managers' recommendation was to develop an 18-month training program covering the following topics: 1) sustainable tourism; 2) sustainable fisheries; and 3) monitoring/research and education/outreach. During the interim time periods, demonstration projects will be undertaken to implement the lessons learned from the training programs.

In November 2006, thirty-nine protected area practitioners from Costa Rica, Panama, Colombia and Ecuador gathered for the first MPA Management Capacity Building pilot project for the Eastern Tropical Pacific Seascape. The ETPS region was one of two sites selected from nine regional candidate sites for this pilot project due to the strong partnership between NOAA, Conservation International and UNESCO. Gorgona Island National Park was selected as the host site for the training because of the advantages it offered by its remote location and the willingness of Malpelo Foundation and Colombia National Parks to host and provide logistical support for the training.



An international team of 11 trainers from Ecuador, Costa Rica, Mexico and the United States, conducted 12 days of *Planning for Sustainable Tourism for Marine Protected Areas* training for 39 participants from Costa Rica, Panama, Colombia and Ecuador. National Marine Sanctuary staff tailored the curriculum to the needs of the region, covering eight topical areas during the two weeks of sustainable tourism training including:

- Sustainable Tourism Concepts
- Sustainable Tourism Assessments
- Stakeholder Participation
- Visitor Impacts
- The Tourism Industry and Best Management Practices
- Zoning, Site Planning and Certification
- Marketing and Revenue Generation
- Education and Outreach

The training is designed to include an eighteen month follow-up program whereby support will be provided by the partnership to ensure the implementation of lessons learned and advanced training needs are met.

Background on MPA Management Capacity Building Pilot Project

Worldwide, marine protected areas are recognized by nations as a valuable science-based resource management tool supporting ecosystem-based conservation. The Fifth World Parks Congress meeting in Durban, South Africa, called upon the international community to establish by 2012 a global system of **effectively managed, representative networks**, of marine and coastal protected areas. The Congress recommended these MPAs be extensive and include strictly protected areas that amount to at least 20-30% of each habitat.

In order for MPAs to be effective in the protection of marine and coastal ecosystems and their resources, it is necessary to build support for marine protected areas through site-based planning. Many MPA managers and policy makers, including local and indigenous communities and other stakeholders, have insufficient access to new knowledge, information, and guidelines coming out of science, traditional knowledge, and field experience, to effectively manage MPAs. In the past there has been little opportunity to share what seasoned resource managers have learned from their own experience with other managers and staff. This training of MPA staff provides a mechanism to enable resource managers to directly experience and learn from one another, while setting new standards for the management of MPAs globally.

The NGO and government partners entered into an informal agreement to cooperate and collaborate on different phases of capacity development of MPAs in the region. Through this partnership we are actively seeking to share experiences with colleagues within the region, to help build international marine and coastal stewardship, and improve our own ability to protect and manage marine resources. The first step in this direction was to collaborate on the *MPA Management Capacity Training Program*, a pilot project to build support and expertise for effective

management of MPAs within the region, including Costa Rica, Panama, Colombia and Ecuador while working towards building a global system of MPAs and meeting the 2012 goals of the Durban Accord.

The Eastern Tropical Pacific Seascape Pilot Training

The *Planning for Sustainable Tourism in MPAs* pilot project was designed to meet the specific management capacity training needs of the Eastern Tropical Pacific Seascape, including MPAs



from Costa Rica, Panama, Colombia and Ecuador. The two-week training that took place in November 2006 is the centerpiece for an on-going MPA capacity building program. The training was intended to be an intensive and interactive learning experience. While the agenda was structured, it was flexible in that it allowed the training participants to move forward at a pace appropriate to the group's needs, allowing ample time for exploring areas

of interest and sharing site-specific experiences.

As part of the training, each participant was required to build a demonstration project. The demonstration project is a commitment to implement one management strategy to move towards building a sustainable tourism plan over the next twelve months. Once having implemented this demonstration project, the participant is eligible for study exchanges and advanced training opportunities. Each "team" of training participants is supported by an advisor. The role of the advisor is to ensure lessons learned from the training are being implemented at each MPA.

This report provides a more detailed overview of the training course, evaluation of the training course, and the next steps for implementing lessons learned and improving effectiveness of MPA management.

Eastern Tropical Pacific Seascape Background

The islands and waters along the Pacific coast of Costa Rica, Panama, Columbia and Ecuador are highly productive areas of the Eastern Tropical Pacific, belonging to one of the world's most diverse biogeographic provinces. This region has a high degree of ecological connectivity and complex oceanographic characteristics, primarily due to the convergence of major marine currents (Humbolt Current, Equatorial Current, Costa Rican Coastal Current, Panama Bight Gyre and

Panama Current), which facilitate dispersal of marine larvae (e.g., corals, crustaceans,



echinoderms, molluscs, fishes) and affect the migrations, movements and distribution of many species of regional and global significance including sea turtles, whales, sharks and tuna. The Eastern Tropical Pacific is also intensely affected by the El Nino – La Nina climatic cycle, which causes dramatic swings in upwelling, sea temperature and productivity.

The islands of the Eastern Tropical Pacific - Costa Rica's Cocos Islands, Panama's Coiba Island, Colombia's Gorgona and Malpelo Islands and Ecuador's Galapagos Islands, have some of the few coral reefs in the Eastern Tropical Pacific. Cocos, Malpelo and Galapagos are oceanic volcanic islands that emerged from the open ocean rather than having a connection to the mainland continental shelf. The flora and fauna of oceanic islands are especially valuable because of the high number of endemic species. Gorgona and Coiba are continental volcanic islands that are connected to the mainland continents by underwater trenches. These trenches are important areas for the aggregation of pelagic species.

Marine Conservation Corridor in the Eastern Tropical Pacific

Planning for the development of the Eastern Tropical Pacific Seascape (ETPS) began in 2000, when a team involving Conservation International, the United Nations Environmental Programme (UNEP), and the World Conservation Union (IUCN) was approached by the government of Ecuador to consider innovative methods for protecting marine biodiversity and improving fisheries management, tourism, and shipping practices within the Eastern Tropical Pacific.



The importance of this biologically rich and unique marine region was further recognized at the World Summit on Sustainable Development in September 2002, when CI, IUCN and UNEP convened an ETPS panel, featuring the presidents of Ecuador and Costa Rica, the Vice President of Panama, and the Vice Minister for Environment of Colombia. At the end of the meeting, the seascape initiative was launched with government backing at the highest levels.

In April 2004, the four countries confirmed their intentions by signing the San Jose Declaration. The agreement officially established the Marine Conservation Corridor between Costa Rica, Panama, Colombia, and Ecuador.

At the beginning of 2005, the United Nations Foundation (UNF), Global Conservation Fund (GCF), and the United Nations Educational, Scientific and Cultural Organization (UNESCO) jointly funded the ETPS Project Promoting Marine Conservation Through World Heritage in the Eastern Tropical Pacific Seascape began its implementation phase.

INTRODUCTION

Overview of Management Capacity Building Pilot Training

In August 2005, NOAA's National Marine Sanctuary Program (NMSP) entered into a partnership with CI and UNESCO to provide management capacity building support for the ETPS sites. An initial needs assessment was conducted in September of 2005 with the ETPS site managers at a meeting in the Galapagos. Through an iterative process between the managers and NOAA a final recommendation was made to develop an 18-month training program, during which 3 trainings will take place. The three trainings will focus on the following issues and program areas: 1) sustainable tourism; 2) sustainable fisheries; and 3) monitoring/research and education/outreach. During the interim time periods, demonstration projects will be undertaken by each MPA in the ETPS to implement the lessons learned from the training programs.

The *MPA Management Capacity Building Training Program* will set the stage for the movement towards region-wide planning for the Eastern Tropical Pacific Seascape. Through the identification of priority resource management issues for the region (impacts from tourism and fishing) and priority program areas (monitoring and education), capacity building will focus on developing consistent and coordinated management approaches for each site individually, and collectively for the region.

Short Term Objectives for Training Program

- To offer a range of timely and topical MPA management core courses tailored to regional needs
- To develop on-going support and follow-up program to insure knowledge and skills gained through the training are implemented at the field level, and throughout the ETPS
- To develop a coordinated network of MPAs within the ETPS to ensure knowledge, information and lessons learned are shared among regional MPAs

Long Term Outcomes

- MPA management capacity is secured at both the local and regional level
- Competency standards established for MPA staff across the ETPS
- Partnerships are established between sites within the ETPS
- Communication links are established and maintained on a region-wide
- Regional and global efforts secured to meet the Durban Accord 2012 target date to establish a global system of representative networks of marine and coastal protected areas

Training Program Logistics

The *Planning for Sustainable Tourism in MPAs* training was a 12-day program, held from November 6-17, 2006 on Gorgona Island (National Park) off the Pacific coast side of southern Colombia. Gorgona was chosen as a living case study for the training due to its isolation. It served as an excellent training facility creating an ambience of kinship, and providing opportunities for long term partnership building. The Malpelo Foundation and National Parks of Colombia served as our hosts, with the General Director of Parques Nacionales de Colombia, Julia Miranda, serving as a guest observer for three days of the training. Applicants were asked to commit to the entire duration of the training program and to building and implementing demonstration projects in order to receive maximum benefit. The training program was taught in Spanish and English, requiring simultaneous translation, although all materials were translated into Spanish to make it easier for the participants to follow the few sessions taught in English.

Training Location

The group, comprised of both trainers and participants, met up at the Cartegna airport on the morning of November 5, ready to board two puddle jumpers, crossed two major mountain ranges and landed in the southern coastal town of Guapi. Another two-hour boat ride covering 27 kms, and we arrived at Gorgona Island off Colombia's pacific coast where tropical rainforest meets sea. Along the way, we passed the last stragglers, both mothers and calves, of the annual humpback whale migration.



Gorgona has been isolated for thousands of years from the mainland, as have been the many animals and plants that inhabit it. Gorgona also housed a state prison for many years until it became a national natural park in 1985. With an average 98% humidity, each day was filled with intense rainfalls and mist; the island is said to have its own cloud, always looming on its mountaintop. Between snakes, spiders and



puddles, boots were a requirement when leaving the confines of the 4-person dorm rooms.

Training Participants

This was an intensive in-residence program for MPA managers, lead staff, key constituents and government officials. Training was made available to MPA practitioners from all four ETPS



countries, as well as all National Park staff in Colombia (see participant list in Appendix). 30 of the 39 participants were from MPAs, with the balance from terrestrial parks. Applicants were chosen based on their ability to commit to the timeframe of the training; level of representation for their MPA; level of participatory skills as indicated by their letter of recommendation; and willingness to implement, through a contract agreement, the

knowledge and lessons learned from the training program during the 6-12 months proceeding their training.

Training Program Structure

The *MPA Management Capacity Building Training Program* is by design participatory, interactive and requires teamwork. Participants engaged in sharing case studies and lessons learned; gave presentations; worked together on both group and individual projects and problem solving exercises. All participants established a relationship with their roundtable “team” of 5-6 other participants, which was headed by a team lead. Each team made an agreement to maintain their “social network” after the training, and remain as a support system for implementing their site-specific demonstration projects developed during the training.

The training was held straight through the 12 days (with 2 days of travel on each end for most people). Each day covered a different topical area and included both classroom work and fieldwork. On some days homework was required, and full participation was required each day. Evenings and a two-hour lunch break were left open, although optional related activities were offered such as: participant



presentations on their area of expertise or interest; additional case studies; cultural evenings by each of the four countries; field trips including diving, snorkeling and/or hiking.

At the end of the training, every protected area chose one aspect learned during the training and incorporated that aspect into their demonstration project. The demonstration project provides a plan, built by the sites that will be implemented at their respective protected area over 6-12



months following the training. The training team and team leaders will provide support to the individual sites in the implementation of their demonstration project. Once the demonstration project has been successfully implemented, meaning that all aspects have been implemented, and regardless of the outcome lessons have been learned, then the individual is qualified to apply for advanced training and/or study exchange.

An additional outcome from the *Planning for Sustainable Tourism in MPAs* training was the creation of a sustainable tourism network plan for communication, identification of priority issues specific to tourism and priorities for network-wide sustainable tourism strategies.

Curriculum

Curriculum for the *Planning for Sustainable Tourism in MPAs* pilot training was specifically tailored to the needs of Eastern Tropical Pacific Seascape MPA staff.

Based on the information from the ETPS needs assessment workshops, NOAA staff developed customized training modules for this second pilot project in Colombia. Training modules included detailed daily working agendas; a training manual including curriculum, exercises and handouts; and, accompanying PowerPoint presentations keyed to the training manual. Case studies were used to illustrate key points, and to the extent possible, local or regional examples were used. Additionally, the training manual is intended to be a resource for the participants when they go out in the field, and thus contains more information than was actually covered during the training.

All training materials were reviewed by a technical advisory committee consisting of four education coordinators or specialists from the NOAA National Marine Sanctuary Program. Training content was also reviewed by the Regional Advisory Committee in the ETPS region, and by respective

instructors. Once review committee comments were incorporated into the training materials, all materials were translated into Spanish.

Topical areas offered by the *Planning for Sustainable Tourism in MPAs* training course included:

SUSTAINABLE TOURISM CONCEPTS

- a. Tourism, Sustainable Tourism and Ecotourism Concepts (LAC, Impacts, Carrying Capacity)
- b. The Ecotourism Industry, Structure and Market Trends
- c. Tourism's Role in Community Development
- d. Cultural Rescue and Appreciation
- e. Tourism's Role in Biodiversity Conservation
- f. Direct and In-direct Economic Benefits
- g. Integration of Tourism into MPAs
- h. Overview of Policies and Strategies that Impact Sustainable Tourism Development
- i. Emerging Economic Opportunities

SUSTAINABLE TOURISM ASSESSMENTS

- a. Introduction to Assessment Processes
- b. Participatory Resource Mapping
- c. Attractions, Site and Infrastructure Analysis
- d. Market Demand Analysis
- e. Supply and Competitiveness
- f. Human Resource and Capacity Needs
- g. Gauging Social, Cultural and Environmental Impacts
- h. User Conflicts

STAKEHOLDER PARTICIPATION

- a. Involving the Local Community
- b. Involving the Private Sector
- c. Involving NGOs
- d. Involving Local Government
- e. Why Stakeholders Should be Involved in the Decision-Making Process
- f. Roles and Responsibilities of the Stakeholder Community

VISITOR IMPACTS

- a. Understanding visitor impacts
- b. Establishing impact thresholds
- c. Carrying Capacity
- d. Limits of Acceptable Change
- e. Establishing targets
- f. Working with the tourism industry on visitor impacts
- g. Monitoring for visitor impacts
- h. Assessing visitor impacts
- i. Adaptive Management

TOURISM INDUSTRY AND BEST MANAGEMENT PRACTICES

- a. How Improved Sustainability Can Lower Costs
- b. Creating Greater Operating Efficiencies Through Reduced Waste, Energy and Water Consumption
- c. Increasing Revenue and Shareholder Value By Generating New Business and Increase Repeat Business of Customers Who Value Good Environmental Practices
- d. How to Improve the Quality of the Tourism Experience by the Consumer

- e. Costs and Benefits of Integrating Sustainability into the Tourism Supply Chain
- f. Understanding Economic Performance Issues, Environmental Performance Issues and Social/Cultural Performance Issues

ZONING, SITE PLANNING AND CERTIFICATION

- a. Zonal Management as a Tool for Separating User Conflicts
- b. Land-based Zones, Coastal Zones and Marine Zones
- c. Zones and Enforcement
- d. What Does It Mean to Set Standards for Conservation, Community and Sustainable Development
- e. What You Get With Certification: Credibility, Recognition, Consistency
- f. Training in Business Management Skills
- g. Collective Marketing Strategies
- h. Creating Market Links
- i. Developing Associations or Networks
- j. Maintaining Standards: Advisory and Review Boards

MARKETING REVENUE GENERATION

- a. Target Markets and Product Development
- b. Marketing and Management
- c. Consumer Motivations
- d. Destination Image and Consumer Behavior
- e. Audience Targeting
- f. Branding, Promotion, Distribution Channels
- g. Electronic Marketing
- h. Monitoring and Evaluation

EDUCATION AND OUTREACH

- a. Identifying key audiences
- b. Educating visitors
- c. Educating communities
- d. Educating the tourism industry
- e. Training naturalist guides
- f. Messaging
- g. Outreach Materials
- h. Visitor Centers

DEMONSTRATION PROJECT

- a. Identify One Activity for Each Sector of the Tourism Industry to Implement as Part of the Demonstration Project
- b. Identify All Participating Parties in This Activity
- c. Identify Individual Who Will Have Oversight and Reporting Responsibility for This Activity
- d. Identify Advisory Body
- e. Develop Timeline, Milestones and Performance Measures for Each Activity
- f. Developing Reporting and Communication System for Demonstration Project

In addition to the classroom work indicated above, two field trips were included in the training. All participants spent half a day rotating between the nature trails, prison sight and visitors center to understand the natural and cultural resources of Gorgona and how they are managed. A second field trip was organized that was recreational and included either hiking, snorkeling or diving in or around Gorgona. The tour of the island allowed training participants to understand the importance of interpretive enforcement and awareness building. The tour also illustrated the issues and

solutions for dealing with an aging infrastructure and renovation techniques that allow for only



minimal impacts; low impact water systems; and solid waste management in a small island ecosystem.

Instructors

The *Planning for Sustainable Tourism* instructors represented local, regional and international expertise in MPA management and/or sustainable tourism (see instructor list in Appendix). Instructors' backgrounds are

diverse in terms of expertise, but all specifically pertain to MPA management skills and knowledge. Instructors represented sustainable tourism expertise from a range of bioregions, social, political and cultural settings including the Galapagos National Park, SeaFlower Biosphere Reserve, San Andreas MPA, Gulf of California MPAs and Colombia National Parks. To the extent possible, training expertise was first identified locally, then regionally, as it is important to build that capacity from within the Eastern Tropical Pacific region and develop learning modules that have biogeographic, social, cultural and political relevancy. Instructors and learning examples from outside the region were also useful for purposes of comparing and contrasting MPA management models, and providing expertise that wasn't available locally.



Follow-up Program

Participants who successfully complete their sustainable tourism demonstration project, and have applied knowledge gained through the training at their MPA, will be eligible to apply for the follow-up program. The follow-up program includes both advanced training opportunities in specialized areas of MPA management and study exchanges with field experts from within the ETPS region, Latin America and globally. Study exchanges include both bringing experts to an MPA site and/or making reciprocal visits to other MPA. At the end of the training program, each participant filled out a course evaluation form which included an opportunity to design a personal continuing education program.

TRAINING EVALUATION

Evaluation Tools

Three tools were used to evaluate the *Planning for Sustainable Tourism in MPAs* training program:

- 1) Participant Evaluation of MPA Training
- 2) Instructor Evaluation of MPA Training
- 3) Overall Assessment by Training Organizers

PARTICIPANT EVALUATION OF MPA TRAINING

At the conclusion of 12 days of training, each of the 39 participants completed an MPA Training course evaluation form. The purpose of this evaluation form was to determine the appropriateness of the content, how well it was delivered, and how effective the learning tools (training manual, case studies, etc.) were. Also, participants were queried about additional and future training needs. Once the forms were filled out, the instructors also conducted group exit interviews. The results of the exit interviews are also incorporated into the matrix below.

The evaluation was designed as a tool for qualitative rather than a quantitative analysis of the experience the participants had during the training. We are interested in understanding the uniqueness of the individual experience, as well as identifying trends about the success or weaknesses of the training program. Please note that Table 1 depicts both the array of experience, and the trends (although we chose to minimize some of the repetition for purposes of saving space). We purposely chose to minimize the editing of comments. In some cases there seems to be lack of clarity, this may be do to the translation as all comments were originally written in Spanish.

Table 1. Compilation of Participants' Evaluation of Training Program (*survey conducted at the end of the Planning for Sustainable Tourism in MPAs training*)

GENERAL OVERVIEW	
1. What is the most valuable thing you learned from the course in terms of your own growth?	
<ul style="list-style-type: none">• The method to make a plan, considering goals, results, activities in relation with problems of the work area• Good, very strict and organized.• To achieve results it is necessary to go slowly, surely, and be very disciplined.• I learned a lot about formulating a project in relation to the environmental problem.• To realize that every day I know less than I should to effectively carry out in my tasks	

- The necessity to integrate many sensitive and practical elements to make life more happy.
- Well planned structures give the best results; One of the best strategies in developing anything is everybody's participation.
- To share experiences with people that are working with the same objectives.
- To work in groups taking into account all the participants concepts and respecting all opinions even if they are out of context.
- To get to know and to learn about the way to implement and develop SMART goals and the additional matrices to this methodology.
- Planning of tourist use of MPAs
- The need of having an ample view of management situations and the opportunity and need of making them happen.
- The importance of planning work; the procedures of planning and the tools with which we arm ourselves to go to work in our MPAs.
- I have never all the knowledge was not only new, but valuable. The case studies were extremely illustrative and a standard of reference for the Colombian case.
- The different points of views and interpretations from the different countries regarding sustainable tourism.
- That tourism can be based on three goals at the economic, social and environmental levels; and that I can make a living with this doing something that I like to do.
- Although it may seem logical that in our work as administrators of a protected area that the planning process is performed, in the majority of the cases, it is forgotten and we work day to day. This course obligated me to remember that the planning process is an aspect very important in our duties because it helps us to prepare for an uncertain future in terms of marine conservation.
- I learned that the experiences of the rangers in each of the MPAs and terrestrial areas is a fountain of richness, and it is very valuable to share with everyone who is working for the same cause: conservation.

2. What is the most valuable skill you learned?

- Expressing themselves openly in the group
- Planning skills
- Learned how to work on similar issue together
- Working in groups as it helped me to interact with different points of view and different types of work which though they were different, had conservation as a common denominator
- To establish my ideas in words and concrete sentences.
- To evaluate the several impacts that effect the ecosystem's environment.
- To learn to materialize my ideas and perform better in solving problems
- Time management vs. results
- During the course, to be patient. In a work context, to apply basic guidelines of planning, mainly in subjects like zoning and carrying capacity.
- That everybody deserves to be heard and to respect everybody's answers.
- To learn to listen to other people.
- To learn to identify problems, to determine the short, medium and long-term results and the products.
- To listen and understand, giving respect to others and having respect towards me.
- Monitoring methodology.
- How to treat the tourists and how to reduce impacts on the environment.
- The ability to work in groups, without previously knowing one another, finding many commonalities in what we do.
- Not only skills. There was a fantastic combination between knowledge, skills and attitude with which we should address the subject of interests that surpass national borders. It is the first time that I have been in a workshop, which addressed global concerns. The education skills were very valuable for me.
- Although I do not feel as though I have completely learned it, I liked very much the

- methodology of planning, and the format to define problems, goals, objectives, etc.
- Working with people from different regions and different countries; and different ways of thinking sometimes makes one learn to come to agreements by interchanging concepts and succeeding with a combined product.

3. What is the most valuable piece of information or knowledge you gained?

- The methodology of DOFA called my attention for describing a problem or strengthening an advantage
- The value of sustainable tourism, zoning, planning of a site and design, marketing and generation of money
- Criteria to identify the feasibility of implementing sustainable tourism; methodology of viable planning
- Integration of sustainable tourism themes
- Subjects related to zoning and carrying capacity
- To work in the development of management planning.
- How to design goals; short, medium and long term results. Use of Smart methodology.
- All the information was and is very valuable, I very much enjoyed the subject about actors' participation and zoning.
- As a summary of all of the subjects, it's very important to see the difficult in a simple manner.
- LAC
- To get to know the risks that can occur with ecotourism in an area.
- Different examples of management
- The work on tourism from other protected areas.
- The most important is to remember that we have the ability to change situations.
- The book, the handouts, the internet references, and the different publications in English that I take home will be a fountain of indispensable, vital consult to help replicate in my protected area, and I will try to multiply with my working team the knowledge that I carry in my mind and in print and digital.
- Every module integrates information that provides us with fundamental methodologic tools to use in the area.

4. Would you recommend this course to someone you know?

- Yes, because the presented experiences, like case studies, were very appropriate to our general problems. Also they were good to help us identify our future possible problems.
- Of course, to the people that work and make decisions in protected areas and in the Panama Tourism Institute, Indira Deran (ANAM) and (Lourdes Lopez in IPAT-Panama)
- The leader of the program and professionals of "VAESPNN", local leaders, university students
- Yes, especially to every tourism operator of the area. Also, to nearby community leaders.
- Yes, to park colleagues
- Of course. Even though it was more focus on MPAs, the learning was enormous.
- Yes, I would. The methodology is very good
- To all the people at Colombian Parks Union.
- Of course I would. The course is very ample.
- I will and will disseminate this information with institutions and people who contribute to the tourist activity.
- Yes, to the tourism technician of National Parks.
- Yes, I would have no doubt in recommending it because it is very valuable for the ones that work in protected areas for tourists.
- Yes, Katty Conejo, Jairo Serna; both work in "ACMIC"
- Of course. Mainly I would recommend it to the decision makers. I would invite Julia and the technical sub-director of the unit.
- Yes, it was appropriate, but forces us to acknowledge the social, political, and environmental realities.

COURSE CONTENT

5. Overall, was the course content appropriate for your needs for building a sustainable tourism program?

- Hotel topic does not apply to reality here, would have preferred to have sometime for brainstorming by areas
- Topics excellent, felt most were relevant to sustainable tourism
- Yes, because the presented experiences, like case studies, were very appropriate to our general problems. Also they were good to help us identify our future possible problems.
- Good, although it was basic in some parts which weren't treated deeply enough due to lack of time. For example the last part. Very detailed regarding planning and it's components, but not in regards of tourism matters, some weren't even mentioned.
- Yes, and there is evidence that I am more clear which the actions are to develop tourism in the short, medium and long-term in the park where I work, Purace (spelling?) National Park Yes, totally.
- It helped to refresh previously learned knowledge and provided new information that complemented my personal and professional development.
- Yes. Although in my work we are seeing integration of all the planning elements, on one side it is verified that we are on a good path and on another that we have to adjust some key points.
- Yes, because it helps you to get a better vision of what sustainable tourism is about.
- Yes. It gave all the knowledge and confirmed things that I already knew to design the strategic planning in ecotourism process.
- Yes. The subjects are connected and have a good structure. And they are very helpful.
- All of the presented subjects are and can be developed in the marine and also terrestrial protected areas that I represent, considering the specific characteristics of each one. This will be permanent consulting material for the development of this activity.
- Yes with the tools I received I can make a decision with more confidence.
- Yes, it was appropriate because it gives us tools for implementation in the MPA.
- Yes, without a doubt it contributes to building the ability to manage. However, it is only a brick in the building, I mean to say that if we do not put this brick in its place and put all the other bricks that make the building, it will not serve for very much. This is only a step in an immense journey.
- The building of the ability to manage, for the Colombian case, inevitably goes united with the subject of the low governance in our protected Colombian areas. The themes and the combination of superb presentations with case studies are very illustrative and without a doubt allow us at the PNN Cucuy working team level to rethink and redefine the way in which we have been developing and/or understanding the increasing amount of visitors to the protected area. Although the main focus was seascape, I learned new criteria and ways to judge to try to increase the management capacity present in tourism to make it sustainable.
- Yes, absolutely. There is a big challenge economically, environmentally and socially when the failure of one component can be significant to the others.
- Yes, although I think the subject regarding hotel building got out of context and too long. It would have been better to use that time to analyze matters about the MPAs. Many times the daily rush doesn't allow the analyze in depth management key aspects.
- Yes, I became more clear in concepts; it gave me a route to follow; it showed me how to plan, develop and evaluate strategies for ecotourism like management tools of the MPAs.

6. What were the top three topical areas you got the most out of?

- New tools for planning
- Tourism characterization
- Methodology of DOFA
- Carrying capacity
- Tourist management

- The value of sustainable tourism, visitor impacts, marketing and generation of funds
- Carrying capacity, residual waters management, solid waste management
- Zoning, tourism industry, visitor impacts
- LAC; construction, problem, objective, indicators smart; relations and attention to the tourism industry
- Community Participation
- Environmental issues; Cultural matters; Social aspects
- Environmental education (Special Guiding); Smart goals; Sustainable tourism concept
- Planning; Zoning; Marketing and income generation
- Education and communication; planning and evaluation; giving value (valoration) and the remaining 7
- Monitoring methodology; Site zoning and planning; Marketing
- Information given to the tourist; zoning; how to reduce impacts
- Evaluation using indicators: Planning using the provided matrix: Citizen's participation in sustainable tourism processes
- The subjects most crucial and relevant for the current state of PNN Cocuy were the subjects of the ecological mark of tourism, the impacts of tourism, and lastly, zoning.
- Good sustainable environmental practices of hotel administration; monitoring and control of cruise ships and boats (carrying capacity, limits of acceptable change); certifications

7. Are there other topics you would have liked to cover?

- Go more deeply into one topic, many presented superficially
- How to call attention and raise interest of authorities on the regional and state level so everyone is on the same page
- Content of course should take into account the fact that guides are out in the field and in contact with people from all over the world
- The subjects were good. I would have liked to have gone more depth with the tourism management in accordance to the site capacity offered
- ethics, environmental education, oral expression and environmental interpretation, environmental impact management, impact mitigation, viable infrastructure.
- No, I would have preferred to go into more depth with certain subjects such as visitor impacts, marketing and generation of funds.
- How to design tourist packages. How to establish charging for tourist destinations.
- Work construction indicators; more interpretation tools; specify better practices
- Maybe, in relation to international support sources with Latin American tourism projects.
- Yes, but time was very well programmed.
- I think it is a very thorough course.
- Subjects related to the quality of tourist services.
- Yes, but the ones used were good and clear
- No, I think it is more valuable to learn appropriately a few things and be able to put them into practice. Hence, I would have preferred less subjects
- Of course I would have liked to continue learning new things; mainly methodologies for evaluating impacts, going deeper into the subject of LAC as well as into the environmental certification.
- I would have like it if the subject of certifications had been more in depth.

8. Was the level of information too elementary, too advanced, or just right for you?

- It was appropriate.
- It was appropriate because I have participated in other training events, but I think that this would be an advanced level to those unfamiliar with this topic.
- In general, appropriate. Specific for me, I would have liked a level more advanced.
- It was a bit advanced, but after a while I landed in reality.
- Appropriate for my level.
- It was appropriate with relation to my expectations of the workshop.
- It was elementary.

- It was more than appropriate. Also with the founded commitments we will be able to continue learning interactively. The information that I bring home with me is very, very valuable.

PRESENTATION OF MATERIAL

9. Overall, did you feel the material presented was clear and concise?

- Don't like handouts in English
- Lots of information in a little time
- Yes, in general they were good
- Some modules sections weren't translated, the same with case studies and films. The learning techniques were too academic. They could be more interactive (less power point). Modules in general were a bit too theoretic. Project planning exercises could be done at the beginning and again in the end.
- Yes, in general terms. My difficulty is that I do not speak English Excellent.
- Also, the bibliography to consult and review in our areas was provided
- Not in every case, because of the lack of Spanish material in some subjects, although it was solved. The good thing was that there was material for everybody.
- Yes, they were clear, precise and concise.
- They were clear, but some subjects, or part of them, were in English.
- Yes, they were very clear.
- They were appropriate in terms of being able to be adapted to the different situations of each area.
- Yes, except for some games that I still can't figure out.
- Some activities were not clear, but in the course of the day the doubts were removed
- The materials were, yes. But, some of the presentations were not, especially the ones in English.

10. Did having the training manual help you follow the lesson plans?

- Yes, it helped. The problem was that initially not all of the material was presented sequentially, so we had to add annexes later on.
- Yes, it allowed for a general vision from the beginning to the end of the training.
- Yes, totally
- Of course it did! It was a good tool, even if there should have been more subject concepts and less case studies
- Yes, it was like a compass to develop the work.
- A lot. The material matched the contents of the training.
- All through the course
- Yes, it was sufficiently methodological and didactic.
- As a matter of fact, I did not use it to follow the course study plan. This training has been so intense that I barely used the manual. I only had time to pay attention and do the exercises.
- I did not use it during the course because I preferred to practice my English skills, but it will be reference material, which is very valuable for my work and area.
- It certainly did. It is material that is very complete that provides more complementary information.

11. Was their enough variety in the way the information was presented?

- Case studies were an excellent way to see the application of management
- Yes, it was good.
- Yes, although there could have been more field trips for carrying capacity, visitor impact, enjoying the island.
- Yes, all the instructors did a very good job with the subjects they were handling
- There was enough variety, but the methodology was always adequate.
- Yes in some aspects. In some others though, I think language and the insistence of some

<p>instructors to speak Spanish made things more difficult and generated some confusion with some terms.</p> <ul style="list-style-type: none"> • Yes, it was well balanced. • I think that for future courses there should be implemented other mechanisms different from dissertations and presentations, related to the length of the course. • Not really, I mean, this course had the format of a very good academic format, and it does not make use of alot of different learning techniques. • The balance between presentations, dynamics and case studies were very good. I loved it and it is something I will incorporate into my boring academic style. • It seemed sufficient to me, in fact it was very complete. • Yes, it seemed to be dynamic enough which made all of us able to follow the course without major difficulties.

12. Was it interactive enough?

<ul style="list-style-type: none"> • Would like more field work, field work we did was too analytical • In some cases, yes; in almost all of them. • The technical support of cases was good and I would recommend the presence of only one instructor to avoid contradictions. • Yes and no, I think there was a lack of working in the field and a lack of allowing more time for recreation and enjoying ourselves. And, there was a lot of information • Very interactive. • It was ok, but at some points there was a lot of information. • Yes, it was enough. • Yes, Greg helped a lot • Yes, there was a great effort in creating interactive sessions. • Yes, although I think we completely lost the use of the natural place where we were. • In my opinion it was not enough, but I agree with Anne, that the goal was to cover specific topics and not go into never-ending discussions that could be sterile • Yes, very interactive. There was enough time for sharing experiences, points of view. But, due to the limitation of time in some cases, participation was restricted.
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13. Overall, did the case studies help illustrate the points being presented?

<ul style="list-style-type: none"> • Yes, because with the feedback of information one learns more • Yes, it helped to learn from other experiences with problems and novel solutions to review and apply • In some cases the themes were repetitive with a different area name. Consider in the future, the time of the seminar, previously invite presenters to present cases in the time of the event so that the cases are more applicable and punctual • No, if we think that there were guides' cases that were not presented. Yes, if we are talking about the visual cases presented. • They were like tools to enrich my knowledge. • Yes. The case studies were appropriate as examples for the subjects. • Yes. But I would have appreciated more time for discusions and Q&A. • Some were very timely, depending on the relation with the protected areas on the Caribbean coast • Yes, although in some cases I would have preferred to go more in depth. • The case studies were very illustrative, especially the ones regarding the Galapagos, which have a clear and positive advantage compared with other areas present in the workshop. • They were key to developing the subject matter. They made the concepts and theory more realistic and it is a form of learning from the good and bad decisions of others.

14. Did you learning something from your fellow students?

<ul style="list-style-type: none"> • Inspiring learning from other people • This workshop opened doors beyond typical work environment
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- Opportunity to meet people in corridor and work together planning new activities
- Opportunity for people that work with central government to work with field people and provide technical guidance
- Knowledge was increased by exposure to other protected areas
- Of course, these case studies were clear and precise in agreement with the presented subjects
- The most important was to capture the experiences of others, which were a lot and to bring them to the area as indicators to improve some aspects of the area.
- Yes, principally, the knowledge of managing visitors and the capacity of guides.
- Yes, the fellow participant's experiences were of great value
- A lot. Every opinion brings different experiences and points of view
- Yes, their dedication, because although they have experience, they are humble to continue learning.
- Everything. A high percentage of my learning came from the other trainees' sharing of experiences.
- I learned a lot e.g. to share experiences, it was very enhancing.
- More than having learned, I am very happy and enriched with the sharing of experiences in other regional areas from other fellows.
- Of course, their experiences enriched my training very much.
- Yes,..... I learned the good in sharing experiences
- Their experiences, their cultures.
- A lot. I think that to make public and to substantiate the precariousness in which all the protected areas of Latin America are managed is a key point because the bottom-top management initiatives like this one that joins them in the corridor are ways of opening doors to this sensible form of management actions.
- A LOT, not only at the technical and academic level, but also at the methodological and human level.
- I gained a considerable amount of knowledge. There is an immense pool of knowledge in the experiences of fellow participants in their protected areas.

15. Are there other teaching tools that would have been useful?

- I think the ones used were good and practical.
- Yes. Plays or skits in which problems and resolutions are presented
- There are more tools, but the ones we used were the appropriate ones to work in a good way.
- Maybe more field trips. But the ones we had were adequate
- Yes...because I am used to being in the field, it would have been important for me to have more subjects in the field.
- Maybe with more examples of case studies.
- I know very little of learning methods because I come from a rigid academic background.
- e.g. Having in-place cases with communities, and tourism operators that are affected by the ecotourism in positive and/or negative ways.

QUALITY OF INSTRUCTION

16. Overall, how would you rate the quality of instruction?

- If not fully bilingual, better to conduct session in English than try to do it in Spanish
- Need 2 translators in the future
- Next time have an in-country lawyer to help understand legal questions
- Instructors were an addition to the training, knew what to say and what had to be done
- The instructors have a lot of experience and commitment of the hard task of conservation.
- Very good, the instructors were very qualified and had a lot of experience.
- Good. I think a bit of information was lost due to the effort to speak Spanish.
(Congratulations for the effort)

- Very good. You can tell that the subjects were well developed and the instructors were well chosen. They were the best.
- Excellent.
- Without any doubt, their skills and the fluency with which they exposed the different subjects shows their knowledge and expertise.
- Very good.
- In percentage terms, 80%.
- The quality and expertise of the instructors is more than evident.

17. Do you think the instructors represented a variety of experience in MPA management?

- Beside their experience here (at the training), feels like instructors brought a lot of experience from the field
- Of course because through their experience each one presented their corresponding subjects with mastery.
- Yes, their experience of many years contributed to resolving many doubts.
- Yes, because we managed to identify with the cases in which we worked during the course
- It was an important factor.
- Yes, they are excellent
- It was essential that each instructor handled specific subjects.
- No, what I do think is that the participants had a variety of experience in managing MPAs. The instructors mostly had experience in tourism
- Without a doubt . The mix of expertise and knowledge is key. And, without a doubt it is a factor that helps generate a critical mass of knowledge, expertise and skill.
- Yes, they showed us different experiences with Latin American marine areas and some of the rest of the world, case studies similar to the current situation in our MPAs.

WORKING AT THE SEASCAPE SCALE

18. Do you feel you gained new partnerships through the training program?

- Valuable experience, learned a lot and shared a lot with other countries
- Good to share ideas and be with other people that have the same perspective and different perspectives
- Important to keep in contact with all participants
- Mainly in the integration between our central areas of conservation with others that also are important for the conservation of unique ecosystems.
- Yes, primarily in the search of resources to promote scientific research and the development of training workshops
- Yes, because the terrestrial areas complement our knowledge about marine areas and from now on there are commitments to continue the process
- Certainly, I made progress in the building of alliances and projection of working together.
- More than types of cooperation, the workshop gave me a lot of information and tools for a joint construction regarding key subjects.
- Yes, I got new cooperation skills.
- Although I am not part of the corridor, contacts have been made to continue being in touch and to collaborate between us.
- I consider that for the CMAR it helped with the links and allowed to identify key aspects to face.
- Although we did not make written agreements, the fact that we shared and got to know different experiences gives us cooperation as a consequence.
- Yes. The interchange of experiences helps us to observe the regional context of the protected area and not only the local.
- There was a lot of exchange of experience.
- Yes, basically bonding human and working ties, taking interest in all the region and

- experiencing the reality of what we are trying to manage
- Of course. The created network will be the way in which collaborative links between the different participants in the workshop will be formed as well as will be formed with the feedback of instructors.
- Yes, it created a good working group, strengthened the existing relationships, and in my case particularly it strengthened a project between countries.
- Yes, as well as the subject of tourism, there was room for information exchange about related subjects, biodiversity, research, management plans, MPA and other complementary activities and ends.

19. Do you envision on-going communication, and sharing of information and lessons learned with other MPAs from your region?

- Want permanent contact with area and region
- Need to set up alliances
- Yes, through an informal manner; in meetings of working groups.
- All the MPAs members of the corridor did a big effort, but I think the corridor's concept still remains marginal and more should be done. For example there should have been material from all the islands in Luna De Las Islas.
- Yes, in meetings, regional committees with people of different social roles, and feedback from this experience.
- Sharing the material and information learned in this event
- It would be done with the effort and contribution of all through the CMAR tourism technician network.
- Yes. From my work ideas, we can multiply effects.
- With the Sanquianga National Park.
- First, through the exchange of experiences. Then, with short-term internships to observe the different events in the field.
- Yes, I think that through the Internet there is a great opportunity to be communicated and to exchange information, including the terrestrial areas.
- It would be ideal to organize a network through the Internet in which what happens in the areas is posted and from then on to learn and provide feedback.
- Yes, through the CMAR's tourist technician network.
- With more workshops, personnel exchange and information.
- Yes, the most basic is communicating between the participants, also there is the technical tourism network of CMAR.
- Yes, particularly with the people in relation to visitor attention, good diving practices, and programs to monitor diving.
- There has been a communication network established through the Internet, and it has been strengthened by this workshop. I hope that others can integrate it to enhance their work

20. Do you feel your MPA is part of a larger network (seascape) of MPAs?

- Now thinking about whole region, not just about own park
- We are taking home the possibility of working with all the marine areas, shows there is real progress going on
- We have tools to share
- Yes, because I can see the importance that Coiba has as part of this system due to it's biological diversity, interconnection with other islands. Also because I feel connected with all the other conservational leaders from each corridor's park.
- Because we are part of Colombia 's national parks system administration
- Of course. The area in which I work is part of a system of coastal lakes that has international coverage.
- Yes, there is connectivity and common species in the MPAs that constitute the corridor. So, we can't manage each area's resources ignoring the regional circumstances.
- Yes because the species interact between different MPAs.

- Yes, in the ocean there are no borders; ecosystems and highly migratory species that use the ocean as habitat should be managed.
- Of course. Malpelo is in the marine corridor of POT, and this workshop widens the vision for regional work and the inclusion of new MPAs to the corridor, and to establish management guidelines for the same.

21. Do you see any advantage to working on sustainable tourism planning with other sites from your region?

- Of course. And because of the experience that other areas, mainly Galapagos, have in the tourism subject, we can see our evolution reflected in them so as not to commit the same mistakes.
- Planning with a regional vision to unite forces, minimize costs and impacts on the environment
- Yes, the regions are strengthened increasing the possibilities of conservation and what the country can offer the tourist, therefore generating cultural awareness and sensitivity regarding natural resources.
- Of course. The opportunity to perform projects with comparable results and take actions together that transcend make the alliance effective
- Of course. A collaborative strategic planning is the best way to succeed in having concrete results in expected deadlines
- Yes, it is key for us to work together and achieve our common goals
- It would be ideal, because the natural resources of our area belong to a bigger ecosystem that include several other areas' natural resources.
- Yes, it is very important to absorb others' experiences and to adapt them to our needs
- There are a great deal of advantages if the work is presented in adequate planning.
- Yes because tourists many times visit the same areas.
- Of course, the most important is to use the experiences lived by each one. The majority of the problems that we have, somebody has already tried to manage.
- Without a doubt, because it is a scheme in which we can multiply each protected area's strength so that in the future we can think as a touristic cluster statewide and countywise.
- In the first place we should achieve an organized sustainable tourism planning inside each protected areas, to later integrate it with other areas.
- Yes, an excellent impact (impression) on visitors that come to several sites of CMAR can be generated. If they can recognize common principles and practices at different sites it would be impressionable.
- Yes, to establish guidelines for the management of sustainable tourism, to not repeat errors, and to duplicate experience effective to management.

22. What are some of the first steps you will be taking in implementing a sustainable tourism plan?

- Marketing plan
- The first step would be to have a meeting with the protected areas management board to propose that we start a campaign with the areas' operators to improve their use practice
- Coordinate the tourism plan that my park has with the Social Officials. Make and develop an action plan to implement sustainable tourism with officials
- To include the surrounding communities; carrying capacity of the area; infrastructure
- Organize my ideas and according to each step, raise the base line and establish priorities to develop
- Review the progress - the state of sustainable tourism and its projection in national parks in Colombia
- Review the concepts, the methodology
- Evaluate and adjust with the feedback learned
- Spreading and multiplication of information, in the search for a clear planning for all the protected areas with ecotourism goals
- To work with every person who is involved in the subject, being from private or public

<ul style="list-style-type: none"> parties. To identify the actors to be involved; To plan goals, and the way they are going to be achieved. To review the level of sustainable tourism in which the protected area is; To go in depth into the zoning and management capabilities subjects. Internal work To identify clearly the planning problem/process: To implement clear objectives To create a management plan that takes into account the different regulations, to educate and to inform. Train MPA personnel and build an agreed upon ecotourism plan. One of the first steps would be to refine the carrying capacity, to consensually establish accepted limit changes, a starting point of a specific set of rules regarding ecotourism, and the creation of specific education pamphlets regarding tourism. At the same time, strengthen the volunteer system in the park to collaborate in the management of tourism and impact monitoring studies Define a monitoring protocol of diving effects on the ecosystem with other divers and operators

23. How might you need assistance in implementing a sustainable tourism plan?

<ul style="list-style-type: none"> If we reach the point of implementing a plan, I think that the assistance we could need would be of orientation nature in some subjects, so that we are sure we are on track. Go into more depth in the subject matter; Marketing and generation of funds; Visitor impacts Environmental, social and financial I would like to know other's observations of my work to improve my product. Technical assistance for the development of specific and possible methodologies. Get to know and have interchange of successful experiences in other places Support and counseling with doubts that can arise with the participants during the implementation phase. To work with people that have a lot of experience on the subject. Economic resources; Time availability; My presence during the process Help in the project formulation; Support in determining the marketing and spreading of information plans. Reinforce the work with indigenous groups Technical, financial Physical and human resources Counseling in sustainable tourism, guides and qualified guides and personnel Technical support (qualified human resources) and financial resources. A lot, and be sure that I will be looking for you to advance in our local mission Wider counseling and information for the new participants of the concessions inside the Park. Financial projection, education and monitoring – technical aspects of basic sanitation, energy management, impact evaluation

IMPROVING MPA MANAGEMENT EFFECTIVENESS/IMPLEMENTATION OF LESSONS LEARNED

24. From What you have learned over the last 2 weeks, what are you most excited about implementing at your MPA?

<ul style="list-style-type: none"> Of course to implement a tourism plan so that this activity is as sustainable as possible for the benefit of the MPA. Planning management was very important. We ended motivated; there'a lot that should be done Zoning, planning of a site and design. Guides and training of guides Management of solid waste, treatment of residual waters
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- Zoning, participation with actors (*lead people?*), improved practices, impact management
- Organize the sites; guides, to guide and to be guided; monitoring
- The practical learning exercises that I can develop. It's a clear and concrete way to get results
- That decisions concerning MPAs are made first locally and then nationally.
- Management practices that are environment friendly.
- To implement a marketing plan and zoning.
- The whole planning process.
- LAC
- To give information to tourists
- Monitoring, evaluation of subaquatic activities
- Monitoring impacts, setting rules, dispersal of information
- A plan of ecotourism organization in the Gorgona park.
- Educational camps for visitors, monitoring impacts of divers, system of bouy mooring, monitoring of sighting
- An ecotourism service of high quality standards with monitoring of activities and a profile of tourists with the conscience of conservation of MPAs.

25. Do you think you can realistically implement your sustainable tourism plan?

- Feel encouraged to find one unique way to implement something we were taught in training, excellent case of bottom-up management
- We are taking home new knowledge, plus refreshing what we already new, worry that we will go back to PA and face a huge challenge in materializing all the topics
- Propose to get all 11 national parks in Colombia involved in sustainable tourism
- Personally and professionally feel enhanced and given the tools to socialize this information into the PA, and will feed this information back to the community
- Yes, because of the low volume characteristic of the tourism in Coiba. I think it could be easier to implement this plan
- It is an excellent opportunity to support ourselves. We are getting to use a common language and help the common work. The presence of several members from the same area was very productive and visionary.
- Yes, with the minimum resources necessary supported by the government or other financial source.
- Yes, because I can identify the different participants and strengthen the project.
- Yes, because in my area all the conditions that affect sustainable tourism are present, and in this sense the seminar offered tools to manage these conditions
- Yes, even when the problems are complex, you have to try to look for the basic and simple to start. This is possible.
- Yes! And I insist: the best is to develop it with the participation of everybody related to the subject.
- Yes. I have contact with local and institutional actors. And I am part of the tourism department of Guajira.
- Yes, because we already have -in our protected area- communities involved with the program. There are trails and we already are implementing the LAC methodology. I also think we have important components of sustainable tourism and we can improve and analyze the experiences to start with the certification processes.
- Yes, it can be realistic, but that implies the decision-makers' help
- Yes, because the result of that plan will be beneficiary for all the participants
- Without any doubt we have a methodological framework to apply it to our site in a specific manner. It has to be realistic in my case given the fact that the threat is there, and it is already overloading the management capacity of Cucuy's present team.
- I think it could be implemented, but the first step is to sensitize the private participants to unify goals and to face objectively the different threats
- Yes, it is possible because the site just initiated a tourist development process. However, it is necessary to have the good will of the highest decision makers of the unity of parks

- and the business that has the concession.
- Yes, since a few months ago, it has been a work in progress in establishing indicators for monitoring the impact of subaquatic activities. We need to strengthen the sustainability of funding from ecotourism activities.

26. Will you need assistance from other individuals you met through the training to fully implement your contract?

- Of course. I will need help to be able to complete the process and to be able to implement the training.
- Yes, sharing information
- Yes, I would love the Dolphins to participate and give their opinion about my product, equally, Anne Walton, Ana Baez, Fernando Ortiz, etc.
- Yes, it is necessary from the level of specialized subjects that can support for example business plans, marketing, and studies of marketing.
- Yes, two-folded: The need of experienced results in other protected areas and support from instructors.
- From people that have been working in the technical aspects of environmental issues.
- Perhaps not for the moment.
- Yes, help is necessary, for example with learning from others' experiences. This could be achieved through Internet or visits.
- Yes, it is important to have everybody's commitment to achieve the goal.
- Yes, from Ann. I think it will be very important to have her contact and advice.
- I would like to receive more preparation (*training*) in sustainable tourism.
- Yes, I will require assistance from Ana Baez, Pilar Herron, and other techs that already made advances in diving.
- Yes, we will need to be in permanent contact to share every site achievement and to consult about doubts and make others analyze our achievements.
- Yes. The different visions and experiences allows to be more objective when developing projects.

CONTINUING EDUCATION

27. Are you interested in advanced training on sustainable tourism?

- Yes, in the subject of site carrying capacity for sites important to tourist activity
- Sustainable fishing, investigation, citizen participation (socialization).
- Yes, visitor impacts, environmental certificate, development and marketing of a product, generating and using funds
- Yes, environmental education and marketing
- To add criteria to determine the feasibility to implement sustainable tourism; how to establish tourist prices; basic characteristics of environmental economy applied to sustainable tourism
- Yes, in better practices, monitoring, indicators, business plan/ market studies
- Yes! I would like to be able to implement the processes of carrying capacity and LAC and to understand the field implementation of them. The same with zoning.
- In working in the environmental education area.
- Mainly to everything related to environmental interpretation and education.
- Of course I am interested in zoning, marketing, visitor's impact and certifications subjects.
- Yes, I am very interested in the planning and evaluation subjects.
- Impact mitigation; resources valuation; site characterization.
- Yes, marketing
- Tourist guide and providing information to tourists
- Citizen participation; Environmental interpretation: Environmental responsibility.
- Yes, going into more depth of quality for certifications; good practices of hotel administration; ecotourism activity related to the islands monitoring; in relation to other subjects, fisheries, scientific research, social work with communities.

**28. Are you interested in a study exchange with regards to sustainable tourism?
What would like to learn from this experience?**

- Yes, I would like to live and learn about the management of the Galapagos in the particular subject of diving.
- They could help with material and information for case studies
- Yes, visitor impacts (other methodologies)
- Yes, I would like a NOAA instructor or a seminar participant to visit my area to know their suggestions. Equally, I would like to know another case in another country.
- Yes, MPA Coiba, Cocos
- Yes. Cocos, Baulas or Galapagos.
- MPA Galapagos. I would like to get training in the third category of guides.
- Yes. I am interested in an exchange of studies. I would like to learn about involving communities in successful cases of sustainable tourism.
- I would like to see first hand Baulas and Galapagos MPAs experiences. I would like to learn about the work with local guides.
- Cocos Island would be interesting.
- Yes, Hawaii. The impacts of diving in marine sites.
- Yes, ship tour guiding in Galapagos
- I would like to learn more about tourist guide in Galapagos.
- Yes, I would like to take advantage of the experience in monitoring that Galapagos, Malpelo, and Gorgona have. And I would like to bring the people who have experience in monitoring to Cocos Island.
- Yes, as a matter of fact, I asked this to Anne in a private way. It would be very valuable for me to work during a season around the islands of Kure, Midway, and others.
- I am open to learning both from successful and unsuccessful experiences in sustainable tourism as long as they are applicable to our local (national and regional) conditions.

29. Are there areas that you have expertise in which you would like to train others?

- Developing management plans for protected areas; methodologies to elaborate social cartography
- Yes, tourism management in areas with problems with public affairs
- Conceptualization sustainable tourism; planning (conceptual structure) of sustainable tourism
- Yes. I would like to share our Colombian experience in the concession of ecotourism service with the rest of Latin America.
- In the management of solid wastes.
- How to organize community groups of cultural activities, to support educational and ecotourism process
- Yes, I like to work with environmental interpretation and LAC methodology.
- Yes, I would like to share my experience as an environmental educator in the education and information dispersal subjects.
- Guidance and interpretation.
- Tourist guide and plant identification.
- Of course, if my experiences as an educator, guide and explorer are found useful, I would love to participate in the process, either as a student or as a teacher.
- Work with local communities; management and conservation of the sea turtles

30. Would you be willing to host MPA staff from other sites?

- Yes, because it is an extraordinary experience to share valuable knowledge.
- Yes, but it depends on the bosses
- Yes, although in my area there are no buildings, but I would get them in Bogota. My protected area is located in Bogota, capital of Colombia
- Yes, always with pleasure in whatever moment
- Yes! It would be great!

- Yes, I would very happy to host other MPAs staff members.
- I would be honored to welcome them in Amayacu
- Yes, it would be a pleasure if you could visit Tayrona National Park: old providence or any other marine area in the Colombian Caribbean coast.
- Of course, Galapagos will always be your home.
- Yes, I would like an event in *machalilla*, I offer fish but not coconuts.
- Of course, we would like to repeat this experience and to host again for the people of the different areas in the corridor and out of the corridor if necessary.

31. Other comments?

- This has been a good reinforcement of what were doing in the field
- Would have liked case study of community project that is on-going
- Very exciting putting biology, monitoring, sociology and tourism all together
- People are leaving this course with high expectations of what can be accomplished
- Lack of democracy and compliance to schedule, although we finally achieved what we were suppose to
- Will be doubts in applying information at the site level
- After this workshop we should all be getting together again
- The institutions should help with the implementation of the training information
- Extra materials in module could be used for second training on sustainable tourism
- Need a structured procedure and set of standards for how we can work with unity to implement sustainable tourism
- Workshop period: Is a bit long, we can't be 9 hours in class and then watch films. We are not ready or used to this.
- Thank you very much for everything

INSTRUCTOR EVALUATION OF MPA TRAINING

A few months after the training course, the five instructors completed an MPA Training course evaluation form. The purpose of this evaluation form was to determine the appropriateness of the content, how well it was delivered, and how effective the learning tools (training manual, case studies, etc.) were from the instructor's perspective. The results of the evaluation surveys are incorporated into the matrix below.

Similar to the participant evaluation, the post-training evaluation for the instructors was designed as a tool for qualitative rather than a quantitative analysis of the experience. Instructor evaluation provides valuable feedback that will help strengthen future training courses in the ETPS and other international locations. In some cases there seems to be lack of clarity in the responses, this may be do to the translation as all comments were originally written in Spanish.

Table 2. Compilation of Instructor's Evaluation of Training Program (survey conducted a few months after the Planning for Sustainable Tourism in MPAs training)

GENERAL OVERVIEW	
1. My overall impression of the Planning for Sustainable Tourism Course was...	
<ul style="list-style-type: none"> • Excellent (4) • Good (1) <p>Comments include:</p> <ul style="list-style-type: none"> • It will be very valuable to know whom you will work with (in advance). • I felt that this was an excellent learning experience for all of the participants and the instructors. • Course material was well organized, paced, dynamic, and appropriate for the audience. • Great to be a part of Anne Waltons' team. She is a real pro and a delight to see in action coordinating such a large, diverse group at the workshop. I like her philosophy of empowering the managers instead of the NGO's and her firm belief that we learn from each other every day (a result of the team she assembled having more field experience than academics). Seems like everything gathered from the Needs Assessment were incorporated into this first of three trainings. I like how both low tech and high tech were incorporated into the curriculum, along with a couple of 1/2-day-long field trips, not to mention a good balance of lectures and games and the incredible interaction during the entire length of the course...excellent rhythm and pace! Anne compiled a great team of educators, especially Ana Baez, Fernando Ortiz, Steve Edwards, et al. I'd be honored to work with Anne again, along with Laura Francis, a consummate educator with infectious enthusiasm, great ideas and educational tools to use for the training. 	
2. Have you taught other similar types of course in Planning for Sustainable Tourism before?	
<ul style="list-style-type: none"> • Yes (4) • No (1) 	
3. If yes, please circle amount of experience:	
<ul style="list-style-type: none"> • Extensive (2) • Moderate (2) 	
4. How does this course compare to other courses you have taught?	
<ul style="list-style-type: none"> • Excellent (4) <p>Comments include:</p> <ul style="list-style-type: none"> • The teaching materials were very well prepared; instructors had a wide range of experience, including practical ones. • While I have been mostly involved in shorter courses/workshops, I considered this one to one of the most organized. 	
5. Do you feel like you can well prepared for the course? Please explain why or why not.	
<ul style="list-style-type: none"> • Yes, especially because of my field experience, not only in Tourism Planning, but also in Environmental Planning, Integrated Coastal Management, including MPA Planning and Management. • I think course assignments can improve in the future. • I did not really feel well prepared for the course because I did not know the location where it was being taught, or the level of experience of the participants. Also, many of the course instructors had not met prior to the course or taught courses together in the past. This was also the first course of its kind in Sustainable Tourism that NOAA has organized as far as I am aware. • I didn't spend as much time as I could have to prepare for the course, but the way it was structured allowed a fair bit of latitude in preparation, as the material was flexible and 	

- drew upon instructor's knowledge and experience.
- Obviously, I'd desire more lead time to prepare and more luggage space to bring down the educational materials and swag items...but then that is the case with every training, isn't it? Bummed I didn't bring a computer and memory sticks—a mistake on my part (but I heard the humidity was pretty bad on computers). It would have been less stressful if we had the money to translate the games for the workshop. Several of the participants asked for the games to be included in the curriculum we handed out...I don't think we were able to accommodate the request.

6. How would you rate the overall logistics of the course (transportation, lodging, food, payments, etc.)?

- Excellent (1)
- Good (3)
- Fair (1)

Comments include:

- I think Gorgona was an excellent site, although access is a difficult one, overall logistics were good. Probably for Gorgona I would have chosen a different season.
- I only participated on the final section and do not have enough information to evaluate the full program.
- Gorgona Island was a very difficult place to offer a course like this. Accommodations were very rustic, weather was rainy, communication between the island and outside was poor, even with a satellite internet connection set up just for our use. Food was decent. I think everyone took it all in stride and made the best of the challenging location. It was beautiful and in some ways good to be somewhat isolated in a course of this level of intensity.
- No complaints...everything seemed to be really well organized, with few—if any—glitches.

7. What is your area of expertise in Sustainable Tourism?

- I worked in the tourism industry for many years all over the world in many capacities, from Shore Excursion Manager on big cruise ships in the Caribbean to Expedition Leader/Lecturer/Naturalist on small expedition ships from the Arctic to the Antarctic. I've worked as a park ranger in 6 National Parks and as a river and kayak guide in Southeast Alaska, among other regions and positions dealing with a wide range of visitors and tourists and age groups.
- Ecotourism, public use and MPA management, enterprise, community engagement, policy, and private sector best practices.
- Education and outreach
- I have worked on this subject for over 15 years teaching, consulting and implementing projects in different countries.
- Planning and management

8. In your opinion, what were the strengths of this course?

- The materials, the Director of the course, the practical (field) experience of the instructors.
- The documentation, wide range of professors and commitment of Anne Walton and her group.
- The course brought together many of the major players in MPA management in Colombia, Panama, Ecuador, and Costa Rica (and some terrestrial folks from Colombian National Parks). It was a great networking experience for them and offered opportunities for them to learn from the instructors and learn from each other in terms of what works and what doesn't for managing tourism in a sustainable manner. I felt that the quality of the instructors was high. The participants were very vocal in expressing their needs and wants for the course.
- Well-organized, good and useful manual, variety of perspectives from instructors.

- The leadership, the curriculum, the schedule, the location and the team of trainers.

9. In your opinion, what were the weaknesses of the course?

- Maybe it was a bit too long. Should have been greater private sector involvement to get that perspective.
For the most part, the Instructors did not have a chance to get to know each other or work together prior to the course. The location was very challenging. This was the first time pilot the curriculum and there were some bumps along the way in terms of trying to cover all of the content and ensuring that the content worked well with this audience.
- It was very intensive and probably participants had to put extra energy to keep going. It seems like the weather conditions were difficult for several days and although Gorgona is a very special place, it could turn boring after a few days.
- Higher level of exchange between instructors and half day planning together.
- Can't think of anything, lo siento! Hmm, well, personally I think it would have been great if we had a LOT MORE of Sandra Bessudo of the Malpelo Foundation. She speaks with so much passion and made terrific points in the short amount of time that we had her...too bad she had to run-off and entertain some "higher-ups" from Bogota, Colombia. She is so driven...on a mission for sure!

10. How was the overall course organization?

- Excellent (2)
- Good (2)
- Fair (1)

Comments include:

- The instructors could have exchanged ideas previously via email, which we did not.
- Very well organized by the course leaders. Malpelo Foundation was especially helpful with all of the logistics for the course. Pilar was awesome.
- See comments from question #1.

COURSE CONTENT

11. How would you rate the course curriculum?

- Excellent (4)
- Good (1)

Comments include:

- Great...except felt a bit squeezed in our education component.
- The curriculum is good, but was developed over a short time frame and could be improved over time. I think a thorough review of all the other sustainable tourism curriculum (including that by Ana Baez and others would be beneficial and would improve (the course) greatly.

12. Do you have any suggestions for improving the curriculum?

- No (3)
- Yes (2)

Comments include:

- See comments from question #11.
- Provide more than a half-day devoted to education.

13. Please give us your impression of the amount of content in the curriculum and presentations?

- Too Much (2)
- Just Right (3)
- Too Basic (0)

Comments include:

- It seemed just right for the days that I was present.

- It is fine. As I said before, it was on our side as instructors to exchange ideas previous to the course.
- I think that we did try to cram a lot of material into each day. Less material, but more in depth, may have been better, especially with the language challenges.

14. Are there other topics not included in the curriculum that you would have liked to cover?

- Yes (3)
- No (2)

Comments include:

- Perhaps more on issues in visitor education and communication and ecological perspective of tourism and recreation. Personally, I didn't take the opportunity to give a case study on the industrial tourism of large cruise ships and the impacts on fragile ecosystems and sensitive cultures in the Caribbean Sea.
- More evaluation and performance measures for education programs.
- More on business planning and the private sector aspect.

15. How do you feel about the level of information for this particular audience?

- Too Advanced (0)
- Just Right (5)
- Too Basic (0)

PRESENTATION OF MATERIAL

16. How did you feel about the instructional sequence (order in which the materials were presented and how the different units built on knowledge from previous units)?

- Excellent (2)
- Good (2)
- Fair (0)
- Poor (0)

Comments include:

- A few participants commented on having a review of concepts/material presented earlier in the course before working on their demonstration projects, but it seemed we were pressed for time at that point.
- I can't really comment as I wasn't involved in the entire course.
- I think the pedagogy and scaffolding of the material worked well.

17. Do you feel there were clear linkages between the modules?

- There is a chance for a review after this first experience.
- Yes, from what I witnessed and was involved in.
- Yes. I really liked how teams did a review of the previous days topics before starting the new module.
- Yes. (2)

18. How would you rate the variety in the way information was presented (case studies, lectures, discussions, group work)?

- Excellent (3)
- Good (2)
- Fair (0)
- Poor (0)

Comments included:

- Variety was very important with this group and was necessary to keep their attention.
- This may sound ridiculous, but in the interest of time, perhaps teams could take more

<p>responsibility in staying within the allotted time during presentations by having a large stop-watch type of clock or designate someone to be a time-keeper. Some of the case studies really cut into the curriculum, impacting the trainers own schedule in presenting their subject area. I'd like to see someone give a light-hearted talk early in the course on the "do's and don'ts" of PowerPoint presentations, e.g. "refrain from reading every single word from the slide" and "effective PowerPoint slides do not have too many words", "generally no more than 6 words a line nor 6 lines a slide", etc.</p>
<p>19. How would you rate the level of interactivity and participatory learning?</p> <ul style="list-style-type: none"> • Excellent (4) • Good (1) • Fair (0) • Poor (0) <p>Comments included:</p> <ul style="list-style-type: none"> • This group demanded that the program be interactive and they were very outgoing and participatory. • Rarely have I seen such enthusiasm in a group working together. There was a tremendous response to interactivity and participatory learning.
<p>20. How would you rate the quality of the games and activities?</p> <ul style="list-style-type: none"> • Excellent (2) • Good (2) • Fair (1) • Poor (0) <p>Comments included:</p> <ul style="list-style-type: none"> • Some of the games worked well, some did not (like the Sustainable Tourism game). For many of the games, they had not been presented by the instructor before so there were some rough spots with teaching them for the first time. I think the idea of having the games is excellent and the participants seemed to like them and really enjoyed the prizes. • Fair to good. Several of the games lacked critical information and it seemed that the writer did not articulate the rules/descriptions of how to play the game very well. I facilitated most of the games and realized that I could have used many of the games I've used before during several years of work as an environmental educator. I was a bit flustered during a couple of the games due to my own translation errors...somehow I got through them with the help of sympathetic folk. • There should have been a tour of the tourism installations on the island at the very beginning to understand context.
<p>21. Are there other teaching tools that would have been useful, and if so, what?</p> <ul style="list-style-type: none"> • Access to the Internet would have been a great teaching tool, but then I am stating the obvious. • More videos in Spanish with English subtitles or vice versa, so that both English and Spanish speakers could watch the videos and understand the concepts being presented at the same time. Topic specific interactive role-playing games seemed to work well with this group.
<p>22. What was your impression of the evening evaluation sessions with the group leaders?</p> <ul style="list-style-type: none"> • Excellent (5) • Good () • Fair () • Poor (0) <p>Comments included:</p> <ul style="list-style-type: none"> • This feedback was very important and helped chart the course for the next day and

<p>remainder of the class.</p> <ul style="list-style-type: none"> Extremely valuable to have leaders monitoring/sequestering participants interest and concerns. Very useful approach to gauge the “feeling” of the participants. However, many comments needed to be taken with a “grain of salt.” Very useful and just on time to improve the every day work.
QUALITY OF INSTRUCTION
23. How would you rate the quality of the other instructors in the course?
<ul style="list-style-type: none"> Excellent (3) Good (1) Fair (0) Poor (0) <p>Comments included:</p> <ul style="list-style-type: none"> I did not have time nor an opportunity to meet the group of instructors; nevertheless, the professors I share were very good, open and dynamic. The main challenge for some of them was the language. It is so important to have bilingual and fluent speakers and avoid translation. It is so expensive and not really effective for long courses like this one. Great job on assembling the team. Instructors were well qualified and went with the flow and challenges offered by the rustic, humid location and rainy weather.
24. Do you think the instructors represented a variety of experience in MPA management?
<ul style="list-style-type: none"> I think there was much more on Tourism Management; I am not sure about experience in MPA Management. Yes. Yes, again I like the amount of field experience represented in the teaching team. Sure, we could have had a bunch of academics from various institutions...instead we had folks that were in-the-field getting their hands, head and feet wet! Again, there needed to be more private sector perspective. I agree.
25. Did this course provide an opportunity (either during instructional time or free time) for networking among instructors and participants?
<ul style="list-style-type: none"> Yes, and participants showed very much interest to keep in touch. Not during the time I was there. The agenda was pretty full. Absolutely. Yes, although the course was jam packed with all of the presentations, case studies, and activities. I think we could have built in some more time for networking. Having the “animal” groupings that included reps from each region was good for networking also. Yes.
26. Do you feel that the course participants increased their capacity for developing and implementing a Plan for Sustainable Tourism, and why or why not?
<ul style="list-style-type: none"> Definitely yes. Yes, I think they did increase their capacity, but I think they will need lots of follow-up and probably additional assistance in terms of resources and mentor time to ensure they implement the plan. Judging by the demonstration projects, I'd say that course participants are well equipped in developing and implementing a Plan for Sustainable Tourism. Yes, they received a broad exposure to a range of key themes. I saw their enthusiasm and interest to learn and understand what I thought. I hope they will be able to better understand a Plan for Sustainable Tourism and improve their skills

<p>for its implementation. I do not believe this program will give all the knowledge and background to be able to develop a PST.</p>
<p align="center">COURSE FOLLOW-UP</p>
<p>27. Do you feel there is a good follow-up plan to ensure implementation of lessons learned? Please explain.</p> <ul style="list-style-type: none"> • I don't know, so I guess that means there isn't much of a follow-up plan, or it hasn't been shared with me. • Yes, as seen by the demonstration projects! I feel that I could be doing more to stay appraised on ETPS follow-up plans with Laura and Anne. It certainly helped to translate all of the demonstration projects from Spanish to English. Perhaps a follow-up conference call (might be logistically difficult to pull-off) with the group leaders from the different sites. I'd highly recommend that we look into getting a Skype account and/or technology in our offices, see: http://www.skype.com/products/skypeout/. • I do not have enough information to answer this question. • It would be good if there was some funding available (maybe we could apply for a grant for this?) so that each instructor "adopts" one site and is able to really follow up and work with them on a regular basis through email, phone calls and maybe even a site visit. I think the instructors (non NOAA at least) would need to have their time paid for to do this.
<p>28. How would you like to participate in the follow-up program?</p> <ul style="list-style-type: none"> • Receive reports from partners and return my inputs to activities carried out. • I can assist with the follow-up, but I am not an expert in sustainable tourism. • I have a pretty good collection of educational tools relating to sustainable fisheries and terrific resources for games/activities. I would certainly be most appreciative if/when the opportunity came up to continue with the next installment of the Mgt Capacity Training ETPS series. Obviously, the more lead-time the better for preparation purposes (not to mention coordinating upcoming vacation plans, doing translations, etc). • However I can be of assistance – additional short courses, commenting on projects, providing specific technical information, etc. • I'm flexible to provide technical support. Not clear how.
<p>29. Have you had any correspondence with participants since the training course?</p> <ul style="list-style-type: none"> • Yes. (2) • Some, mostly via the CMAR tourism network. • Yes, but mostly in a "friend" role...not as much on the CMAR Turismo listserve, as I don't want to overload folk's "inboxes" at the moment. • Some. I have sent documents to participants from Galapagos and exchanged ideas with Pilar Herron (Colombia). I am also keeping up with the mailing list.
<p align="center">LOOKING BACK/LOOKING FORWARD</p>
<p>30. What would you have done differently?</p> <ul style="list-style-type: none"> • Exchange ideas with instructors prior to the course, to know the background of each other and make a better planning of modules. • It would have been nice to have curriculum developed earlier, to have it developed by someone that has taught sustainable tourism and is aware of all of the other materials that are out there. I would have liked to have been more fluent in Spanish at the start of the course. It would have been nice to have met and or worked with all of the instructors before hand. • If I could have told each and every person attending how grateful I was to work with them and to share such a unique learning experience...

- Different site, Gorgona was great but not the best “learning laboratory.”
- More games and breaks for the agenda on our own training programs.

31. Would you be interested in working with NOAA on future International MPA Capacity Building courses?

- Yes. (3)
- Sure.
- Yes, thanks for considering me!

32. Do you have suggestions for other instructors with expertise in the areas of Sustainable Fisheries, Research, Monitoring or Education? If so, please list name, contact information, and area of expertise.

- Valeria Pizarro – research – valepizaroo@yahoo.com
- Dr. Satie Airame, PISCO Marine Policy Coordinator
Marine Science Institute
University of California
Santa Barbara, CA 93106-6150 (Phone 805.893.3387)
- Milton S. Love of “rockfish” fame, folk from the Center for Marine Conservation and/or NMFS...sorry, I do not have “fresh” contacts in mind right now, but will provide contact information as soon as they do come to mind.
- As a consulting company Turismo & Conservacio Consultores has a group of professionals with wide experience in subjects like: community/rural tourism; business plans and administration; legal issues for tourism development versus environment; certification and best practices, interpretation, museums and visitor centers, among others.

33. Were you pleased to be a part of this training?

- Sure, it is a very important effort and no doubt about its valuable impact. Thanks for this opportunity.
- Yes. (2)
- Very pleased, thank you!
- Yes, indeed.

OVERALL ASSESSMENT BY TRAINING ORGANIZERS

This is not a methodical assessment of the training, but rather reflects the observations of the training organizers during the training course; and, through information gathered by meeting with team leads each evening after the training in order to receive immediate input about their groups’ impression of the days lesson plan.

What Worked

- Participants really liked a mix of lecture, exercises, activities and group discussion (they really enjoy problem solving as a team)
- Evening meetings with team leads to evaluate day’s lesson plan and learning system worked very well allowed for adjustments that improved the training on a daily basis
- Having each team do a re-cap of the previous day’s main points first thing in the morning
- Ground rules and periodic review of them was important

- Sitting at round tables and the “team” structure worked well and was supportive to both the more verbal and more quiet participants
- The use of games were a good way to break up the day and provide different methods for getting material across
- Pop quizzes with prizes were a good way to check on the group’s understanding of the lessons and break-up the day
- Writing all main points and questions on flip charts or PowerPoints improved the participant’s understanding
- White elephant swap was great success although the participants were very nervous beforehand as they didn’t understand the game
- Group exercises worked well, including working from templates, on flip charts, and the physically active ones like carrying capacity
- The demonstration project was good tool for keeping participants focused on content of lessons and carry the responsibility for implementing lessons learned
- Participants like tools (matrix for management plan development)
- Group leads were very good at policing the participants when they broke the ground rules
- Having most of the instructors from Latin America made the training seem more relevant
- The isolation of the venue contributed enormously to the success of the training
- Partnering with Malpelo Foundation and National Parks of Colombia was very important in terms of successful handling of in-country logistics
- Evening entertainment performed by each country made it fun for everyone

What Didn’t Work

- All instructors need to arrive at least 2 days in advance of their training so they can assimilate with the group and learning modalities used in the classroom (pace, teaching techniques)
- Too much information, too little time
- Instructors should not try to teach in Spanish unless absolutely fluent
- Participants continually complained of not having enough time off (yet willingly worked until midnight to complete homework assignments)
- The participants did not like change in the day’s agenda or planning of events

Other Observations

- Participants liked to walk away everyday with new skill, but sometimes missed that one needs a knowledge base to effectively use certain skills.

FUTURE EVALUATION

The real success of the *MPA Management Capacity Building Training* pilot project is based on the participants' ability to implement lessons learned from the training course to improve management effectiveness of their MPAs. Each participant in the training completed a demonstration project implementation plan. The demonstration project is a stated intent to implement at least one lesson learned from the training at their protected area. Every quarter for the first year following the training, each individual will submit a report to the training coordinators evaluating their success and lessons learned from their demonstration project. Success at implementing their demonstration project will allow for eligibility for advanced training or study exchanges, and is an indication of the success of the training program.

NEXT STEPS *for the* EASTERN TROPICAL PACIFIC SEASCAPE TRAINING

Implementation of Demonstration Projects

Amongst the two priority outcomes for the MPA Management Capacity Training was for each protected area to create a sustainable tourism demonstration project based on where their site currently is in their planning process for addressing impacts from sustainable tourism (see Appendix for description of demonstration projects).

Future Capacity Building Training

The *MPA Management Capacity Building Training* is only the first step in building effectively managed marine protected areas. The next step is to implement lessons learned from the training. Once this has been achieved, all *MPA Management Capacity Building Training* participants are eligible for advanced training or study exchange upon completion of their demonstration project. The pilot project is eighteen months in duration, and has been structured to provide on-going support for the participants by the training coordinators and instructors. Instructors from the United States, Mexico, Costa Rica, Colombia and Ecuador have all agreed to provide support for study exchanges between MPAs. Advance training needs have been identified by each student and documented during their exit interview.

The next phase of management capacity building training includes a two-week training on sustainable fisheries, and a two-week training on developing regional research/monitoring plans and education/outreach plans. These will take place over the next twelve months and will provide support the seascape towards regional management planning.

Moving Towards Regional Management Planning

As repeatedly indicated by the participants' evaluation of the course, one of the most significant outcomes of the training was the building of long-term professional relationships and expressed desire to continue the collaborative process that began on Gorgona Island. With the best of intentions, this may be a difficult task considering the geographical obstacles. It is the full intention of the organizers of the capacity building program to engineer both virtual and physical opportunities to continue this support system. CMAR has developed an active listserve, although this group is broader than just CMAR. We are working with Colombia National Parks and the ETPS Sustainable Tourism Working Group on following up on continued coordination and collaboration.

An additional outcome of the training was the identification, by the ETPS Sustainable Tourism Working Group, of priority tourism impacts that need to be addressed on a region-wide basis. This is the first step in moving towards region-wide management planning. The next step taken by the Working Group during the training was to identify standards for best management practices (BMPs) for the tourism industry. Once implemented, the seascape will be taking the critical steps towards truly start functioning as one management unit.

APPENDIX

Demonstration Projects

	Country	City	Project Title	Sponsoring Organization
1	Colombia	Bogotá	Educadora Ambiental	PNN Gorgona
2	Colombia	Bogotá	Coordinador Área de Sostenibilidad y Servicios Ambientales	Parques Nacionales Naturales de Colombia
3	Colombia	Bogotá	PNN Sumapaz	Parques Nacionales Naturales de Colombia - DT - Amazonía y Orinoquía
4	Colombia	Bogotá	Profesional Especializado - Ecoturismo PNNC	Parques Nacionales Naturales de Colombia
5	Colombia	Bogotá	Profesional del Area de Sostenibilidad y Servicios Ambientales - Ecoturismo	Parques Nacionales Naturales de Colombia
6	Colombia	Bogotá	Director Ejecutivo	Conservación Internacional
7	Colombia	Bogotá	SFF Malpelo	Fundación Malpelo
8	Colombia	Bogotá	Directora General	Parques Nacionales Naturales de Colombia
9	Colombia	Bogotá	SFF Malpelo	Fundación Malpelo
10	Colombia	Bogotá	SFF Malpelo	Fundación Malpelo
11	Colombia	Bogotá	Coordinador Fundacion Malpelo	Fundación Malpelo
12	Colombia	Cali	Jefe estación de Buceo - Gorgona	Concesión Gorgona
13	Colombia	Cali	PNN Gorgona	Parques Nacionales Naturales de Colombia
14	Colombia	Cali	Jefe de Programa (E) PNN Gorgona	Parques Nacionales Naturales de Colombia
15	Colombia	Cocuy	PNN Cocuy	Parques Nacionales Naturales de Colombia - DT - Norandina
16	Colombia	El Valle	PNN Utría	Parques Nacionales Naturales de Colombia - DT - Noroccidente
17	Colombia	Guapi	Operario Calificado	PNN Gorgona
18	Colombia	Guapi	Técnico administrativo PNN Gorgona	Parques Nacionales Naturales de Colombia
19	Colombia	Guapi	Técnico administrativo PNN Gorgona	PNN Gorgona
20	Colombia	Leticia	PNN Amacayacu	Parques Nacionales Naturales de Colombia - DT - Amazonía y Orinoquía

21	Colombia	Pasto	SFF Galeras	Parques Nacionales Naturales de Colombia - DT - Surandina
22	Colombia	Popayán	PNN Puracé	Parques Nacionales Naturales de Colombia - DT - Surandina
23	Colombia	Providencia	PNN Old Providence	Parques Nacionales Naturales de Colombia - DT - Costa Atlántica
24	Colombia	Riohacha	SFF Flamencos	Parques Nacionales Naturales de Colombia - DT - Costa Atlántica
25	Colombia	Santa Marta	Territorial	Parques Nacionales Naturales de Colombia - DT - Costa Atlántica
26	Colombia	Santuario Risaralda	PNN Tatamá	Parques Nacionales Naturales de Colombia - DT - Noroccidente
27	Colombia	Villa de Leyva	SFF Iguaque	Parques Nacionales Naturales de Colombia - DT - Norandina
28	Colombia			Traducción simultánea
29	Costa Rica	San Jose de Costa Rica	Administrador del Parque Nacional	Parque Nacional isla del Coco
30	Costa Rica	San Jose de Costa Rica	Guía local, Asociación de Guías	Parque Nacional Marino Las Baulas de Guanacaste
31	Costa Rica	San Jose de Costa Rica	Administrador de Parque Nacional Marino	Parque Nacional Marino Las Baulas de Guanacaste
32	Costa Rica	San Jose de Costa Rica	Guardaparque Coordinadora del programa de Turismo	Parque Nacional Marino Las Baulas de Guanacaste
33	Costa Rica	San Jose de Costa Rica	Guardaparque	Parque Nacional isla del Coco
34	Costa Rica	San Juan Naranjo - casa	Guardaparque	Parque Nacional isla del Coco
35	Ecuador	Baltra	Jefe de Uso Público Galápagos National Park Service	Parque Nacional Natural Galápagos
36	Ecuador	Puerto Ayora. Isla Santa Cruz	Técnico de Uso Público - Monitoreo Turístico	Parque Nacional Natural Galápagos
37	Ecuador	Puerto López	Jefe del Parque Nacional Machalilla	Parque Nacional Natural Machalilla
38	Galápagos Ecuador	Pueryo Ayora	Investigadora de Recurso Marino	Fundación Charles Darwin

39	Panamá	Ciudad de Panamá	Jefe del Parque Coiba	Autoridad Nacional del Ambiente de Panamá
40	Panamá	Ciudad de Panamá	Coordinador de Proyectos - Coiba	Asociación Nacional para la conservación de la Naturaleza (ANCON)
41	Panamá	Ciudad de Panamá	Administrador PNN Coiba	Autoridad Nacional del Ambiente de Panamá

List of Participants

Last Name	First Name	Affiliation	Country
Acuña	Victor	Parque Nacional isla del Coco	Costa Rica
Aguño	Corazón	Parques Nacionales Naturales de Colombia	Colombia
Alvarez	Vicente	Parque Nacional Natural Machalilla	Ecuador
Araujo	Eddy	Parque Nacional Natural Galápagos	Ecuador
Archbold	Isabel	Parques Nacionales Naturales de Colombia - DT - Costa Atlántica	Colombia
Arguelles	Dauth	Parques Nacionales Naturales de Colombia - DT - Costa Atlántica	Colombia
Ariano Limnander de Nieuwenhove	Roberto	Parques Nacionales Naturales de Colombia - DT - Norandina	Colombia
Arjona	Fabio	Conservación Internacional	Colombia
Barco	Liliana	Parques Nacionales Naturales de Colombia - DT - Surandina	Colombia
Bastidas	Luis	Parque Nacional Natural Galápagos	Ecuador
Bessudo	Sandra	Fundación Malpelo	Colombia
Blanco Segura	Guillermo	Parque Nacional isla del Coco	Costa Rica
Bowie	Jeniffer	Parques Nacionales Naturales de Colombia - DT - Costa Atlántica	Colombia
Burbano	Vilma	Parques Nacionales Naturales de Colombia - DT - Surandina	Colombia
Burgos	Clara	Parques Nacionales Naturales de Colombia	Colombia
Calvo	Oscar	Parque Nacional Marino Las Baulas de Guanacaste	Costa Rica
Calvo	Vinicio	Parque Nacional Marino Las Baulas de Guanacaste	Costa Rica
Carrasco	Barrera	Autoridad Nacional del Ambiente de Panamá	Panamá
Castillo	Liliana	Parques Nacionales Naturales de Colombia - DT - Surandina	Colombia
Chasqui	Luis	Parques Nacionales Naturales de Colombia	Colombia

Chinchilla	Isaac	Parque Nacional isla del Coco	Costa Rica
Cubero Pardo	Priscilla	Fundación Charles Darwin	Galápagos Ecuador
Cubillos	Carolina	Parques Nacionales Naturales de Colombia - DT - Amazonía y Orinoquía	Colombia
Curico	Patricia	Parques Nacionales Naturales de Colombia - DT - Amazonía y Orinoquía	Colombia
Deaza	Diana	Parques Nacionales Naturales de Colombia - DT - Amazonía y Orinoquía	Colombia
Del CidMendoza	Vicente	Asociación Nacional para la conservación de la Naturaleza (ANCON)	Panamá
Duarte	Alicia	Parque Nacional Marino Las Baulas de Guanacaste	Costa Rica
Dussan	Esperanza	Parques Nacionales Naturales de Colombia	Colombia
Estrada	Enrique	Autoridad Nacional del Ambiente de Panamá	Panamá
Fernández	Inés	Parques Nacionales Naturales de Colombia - DT - Noroccidente	Colombia
Figuroa	De Jesús	Parques Nacionales Naturales de Colombia - DT - Costa Atlántica	Colombia
Gómez	Iván	Parque Nacional Natural Galápagos	Ecuador
González	Lorena	PNN Gorgona	Colombia
Herrón	Pilar	Fundación Malpelo	Colombia
Jimenez Mora	Zoraida	Fundación Malpelo	Colombia
Lenin	Ledys	Autoridad Nacional del Ambiente de Panamá	Panamá
Marín Marín	Olegario	Parques Nacionales Naturales de Colombia - DT - Norandina	Colombia
Miranda Londono	Julia	Parques Nacionales Naturales de Colombia	Colombia
Montañez Colmenares	Dolly	Parques Nacionales Naturales de Colombia - DT - Costa Atlántica	Colombia
Mosquera	Astrid	Parques Nacionales Naturales de Colombia - DT - Surandina	Colombia
Murillo Bohorquez	Nancy	Parques Nacionales Naturales de Colombia	Colombia
Naula	Edwin	Parque Nacional Natural Galápagos	Ecuador
Neira Castro	Marlenne	Traducción simultánea	Colombia
Ortiz	Del Rosario	Parques Nacionales Naturales de Colombia - DT - Amazonía y Orinoquía	Colombia
Ortiz	Fernando	Conservación Internacional	Ecuador
Osorio	Clara	Parques Nacionales Naturales de Colombia	Colombia
Pérez	A.	Fundación Malpelo	Colombia
Piedra Chacón	Rotney	Parque Nacional Marino Las Baulas de Guanacaste	Costa Rica
Restrepo	Rosa	Parques Nacionales Naturales de Colombia - DT - Noroccidente	Colombia
Riveros	Adda	PNN Gorgona	Colombia

Rosario	Eliecer	Parques Nacionales Naturales de Colombia - DT - Noroccidente	Colombia
Salazar	Hugo	Parque Nacional isla del Coco	Costa Rica
Saldarriaga	Mario	Parques Nacionales Naturales de Colombia	Colombia
Salinas Bustamante	Leonardo	Concesión Gorgona	Colombia
Sánchez	Alvaro	Autoridad Nacional del Ambiente de Panamá	Panamá
Santana	Ruizdael	Parque Nacional Natural Machalilla	Ecuador
Solis Cuero	Belisario	PNN Gorgona	Colombia
Solis Pedroza	Ever	PNN Gorgona	Colombia
Tamayo	Carlos	Parques Nacionales Naturales de Colombia	Colombia
Urbina	Sharon	Parque Nacional Marino Las Baulas de Guanacaste	Costa Rica
Valencia	Rocio	Parques Nacionales Naturales de Colombia	Colombia
Velasco	Hernán	Parques Nacionales Naturales de Colombia	Colombia
Velasco	De Jesús	Parques Nacionales Naturales de Colombia	Colombia
Vergara	Fabián	Parques Nacionales Naturales de Colombia - DT - Noroccidente	Colombia
Zambrano	Hernando	Fundación Malpelo	Colombia

Instructors

Last Name	First Name	Affiliation	Country
Baez	Ana	Turismo y Conservación Consultores	Costa Rica
Cadena	Iván	Conservación Internacional	Ecuador
Cazar	Salvador	Conservación Internacional	Ecuador
Edwards	Steve	Conservación Internacional	Ecuador
Francis	Laura	National Oceanic & Atmospheric Administration U.S. Department of Commerce - NOAA	Estados Unidos
Kylstra	Pam	National Oceanic & Atmospheric Administration U.S. Department of Commerce - NOAA	Estados Unidos
McCormack	Greg	National Oceanic & Atmospheric Administration U.S. Department of Commerce - NOAA	Estados Unidos
Meller	Thomas	Conservación Internacional	México
Mow Robinson	June Marie	Independent Contractor	Colombia

Walton	Anne	National Oceanic & Atmospheric Administration U.S. Department of Commerce - NOAA	Estados Unidos
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Financial Report

ITEMIZED EXPENSE	COST (USD)
PREPARATORY WORK AND NEEDS ASSESSMENT	
Cost of booklets for initial meeting	897.68
Translation Services for booklet and PowerPoint presentations	1450.00
Kinko's	43.40
Travel cost to Galapagos for Anne Walton	1830.99
Travel cost to Panama for Laura Francis	2265.60
Travel cost to Panama for Anne Walton	2784.55
Prep meeting in Santa Barbara	385.60
SUB TOTAL	\$9657.82
CURRICULUM DEVELOPMENT FOR GORGONA	
Ruth Fruland	700.00
Kathleen Hunt	3300.00
Translation of manual, handouts, PowerPoint, and agendas	5000.00
SUB TOTAL	\$9000.00
TRAVEL & FEES FOR INSTRUCTORS	
Greg McCormack	1120.00
Laura Francis	1159.22
Pam Kylstra	933.99
Anne Walton	1444.95
Misc. travel expenses	667.26
Ana Baez	1916.00
June Marine Mow	1545.89
Thomas Mellor	1075.75
SUB TOTAL	\$9863.06
COSTS ASSOCIATED WITH TRAINING	
Simultaneous translation and headsets	450.00
Supplies - AW	252.45
TNC - booklets	732.00
Supplies - LF	582.71
Supplies - GM	572.26
Heidi Pedersen – translation of evaluation forms	700.00
SUB TOTAL	\$3289.42
PARTICIPANT COSTS	
Air fare, food and lodging for 39 participants; food and lodging for 10 instructors	30,000.00
SUB TOTAL	\$30,000
ADMINISTRATION	
Wire Transfer	40.00
Overhead for FMSA – admin costs – 5% (\$22,350.28)	1117.50
SUB TOTAL	\$1157.50
TOTAL	\$62,967.80

